 English

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| A logo with text on it  Description automatically generated KEVI HWGA Curriculum Map | | |
| **Curriculum Purpose:** | | |
| *Context* | Beyond KEVI HWGA: | English has a pre-eminent place in education and society and the English curriculum plays a fundamental role in empowering students to think, communicate and participate fully in society. Studying English as a discipline exposes students to important and powerful literary knowledge so that students can join the conversation of society and ultimately make knowledgeable and meaningful contributions to society. |
| KS5 | A level English Literature  A Level English centres around reading seminal texts in different ways and considering the connections between texts across time. The study of these texts is also enhanced by the study of critical theory, which encourages students to develop their own interpretations of texts and the links between them. |
| KS4 | At KS4, students will read and be encouraged to appreciate the depth and power of the English literary heritage through reading a range of challenging texts reflective of English literary heritage. Students will study Shakespeare’s ‘Macbeth’; 19th century fiction such as Dickens’ ‘A Christmas Carol’; a range of poetry across time as well as more modern texts such as ‘An Inspector Calls’. Students will draw upon the seminal knowledge explored in KS3 and will apply this to their KS4 study. As such, KS4 students will be guided to critically explore a range of literature and will read in for different purposes such as summarising, the identification of characterisation, plot, themes and settings, the significance of context and the importance of using evidence to support judgements and justifications. KS4 students will also develop their use and analysis of vocabulary, grammatical and structural features. Furthermore, KS4 is the stage wherein we guide students to pull together their procedural knowledge of academic writing founded in KS3, and students are encouraged to think critically and make informed personal responses.  KS4 students will also develop on their KS3 knowledge of writing and will develop the fluency of their writing taking into consideration a range of purposes and audiences. Students will also spent more time on planning and practicing writing precision (selecting and organising ideas, selecting appropriate and challenging vocabulary and revising and editing drafts). |
| KS3 | This concept-led curriculum aims to build powerful knowledge from Year 7 to Year 9. The curriculum aims to equip students with powerful knowledge that will form a solid foundation for further study, yet that will also provide students with knowledge to make meaningful contributions to society. Concepts are planned throughout the KS3 curriculum to develop students’ understanding from Year 7 to Year 9 in a sequenced way. |
| KS1/2 links | Students will have developed comprehension skills and begin to identify and basic literary techniques. Students will also be aware of the basic sentence structures, whilst the most able will have knowledge and understanding of longer more complex sentences. They will have also developed their use of ambitious vocabulary. |

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| A logo with text on it  Description automatically generated KEVI HWGA Curriculum Map See the source image | | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| **Year 13**  Teacher 1  Teacher 2 | Social and Political Protest writing.  ‘The Handmaid’s Tale’  Social and Political Protest writing: ‘‘The Kite Runner’ / Othello masterclasses | Social and Political Protest writing.  ‘The Handmaid’s Tale’ and unseen texts.  Social and Political Protest writing: ‘‘The Kite Runner’ | Aspects of Tragedy  Revision: Keats poetry  Revision: Death of a Salesman | Social and Political Protest writing.  Revision: ‘The Handmaid’s Tale’ and Blake poetry.  Aspects of Tragedy  Revision: Othello | Personalised revision for class dependent on areas required.  Exam practice for both papers. | | |
| **Key knowledge** | Narrative perspective and structure, symbolism, non-linear plot and plot devices, intertextuality, characterisation, themes (gender, religion, marginalisation, discrimination), aspects of social and political writing, epigraphs, dystopia, bildungsroman, context (Christian fundamentalism, Afghanistan), feminism, Marxism. | Narrative perspective and structure, symbolism, non-linear plot and plot devices, intertextuality, characterisation, themes (gender, religion, marginalisation, discrimination), aspects of social and political writing, epigraphs, dystopia, bildungsroman, context (Christian fundamentalism, Afghanistan), feminism, Marxism, elements of social and political protest (conformity, indoctrination etc) | Poetic forms, poetic structure, allusion, biblical references, tragic aspects, gender dynamics (e.g. femme fatale), intertextuality, tragic themes, context (Romanticism).  Narrative structure, the two-act tragedy, stage craft (exposition – restoration), context (American Dream, Great Depression), Marxism. | Poetic forms, poetic structure, allusion, biblical references, tragic aspects, gender dynamics (e.g. femme fatale), intertextuality, tragic themes, context (Romanticism).  Allusion and how it deepens understanding of characterisation, intertextuality, tragic aspects, irony, staging (proxemics), paralinguistics, form, themes, motifs, social, historical and cultural context, setting. |  |  | |
| **Substantive knowledge**  ***HPL ACPs***  ***VAAs*** | Feminist and Marxist approaches to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays  Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, concern for society. Precision in writing.  Enquiring, practice | Feminist and Marxist approaches to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, adapting writing approaches and responses.  Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, concern for society. Precision in writing.  Enquiring, practice, open-minded | Feminist and Marxist approaches to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, adapting writing approaches and responses.  Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, concern for society. Precision in writing.  Enquiring, practice | Feminist and Marxist approaches to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, adapting writing approaches and responses.  Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, concern for society. Precision in writing.  Enquiring, practice, open-minded | Feminist and Marxist approaches to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, adapting writing approaches and responses.  Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, concern for society. Precision in writing.  Enquiring, practice, open-minded |  | |
| **Feedback and Assessment** | SKC on all texts  Summative on ‘Othello’ | Summative on unseen text  Mock paper on Paper 2 |  |  |  |  |
|  | **Autumn 1** | **Autumn2** | **Spring1** | **Spring2** | **Summer1** | **Summer2** | |
| **Year 12**  Teacher 1  Teacher 2 | **Bridging the gap: Literary eras**  **Love Through the Ages: *Othello***  **Bridging the gap: Critical theory**  **Love Through the Ages: *The Great Gatsby*** | **Love Through the Ages: *Othello***  **Love Through the Ages: *The Great Gatsby* & pre-1900 poetry** | **Paper 1 exam technique**  **Pre-1900 poetry** | **Introduction to Modern Times (1945-present day): *Top Girls***  **Introduction to NEA** | **Modern Times: *Feminine Gospels***  **NEA** | **Paper 2 exam practice: *Top Girls* & *Feminine Gospels***  **Paper 2 exam practice: unseen extracts** | |
| **Declarative Knowledge** | Allusion and how it deepens understanding of characterisation, intertextuality, tragic aspects, irony, staging (proxemics), paralinguistics, form, themes, motifs, social, historical and cultural context, setting.  Narrative perspective and structure, symbolism, allegory, non-linear plot and plot devices, intertextuality, characterisation, themes, motifs. | Allusion and how it deepens understanding of characterisation, intertextuality, tragic aspects, irony, staging (proxemics), paralinguistics, form, themes, motifs, social, historical and cultural context, setting.  Narrative perspective and structure, symbolism, allegory, non-linear plot and plot devices, intertextuality, characterisation, themes (aspects of love), motifs. | Allusion and how it deepens understanding of characterisation, intertextuality, tragic aspects, irony, staging (proxemics), paralinguistics, form, themes, motifs, social, historical and cultural context, setting.  Symbolism, irony, satire, allegory, motif, poetic structure, thematic interpretation (aspects of love). | Foreshadowing, allusions, irony, satire, allusion, allegory,  plot, personal narratives, dramatic voice, intertextuality, narrative structure, thematic analysis, contemporary drama.  **Dependent on student text choice, likely to include:** allusion, symbolism, motif, trope, literary style, narrative structure, thematic interpretation, relevant social, cultural and historical context. | Poetic voice, intertextuality, poetic voice and structure, themes (gender, identity, marginality), aspects of contemporary poetry, patriarchal dynamics, feminism and sexuality.  **Dependent on student text choice, likely to include:** allusion, symbolism, motif, trope, literary style, narrative structure, thematic interpretation, relevant social, cultural and historical context. | Poetic voice, intertextuality, poetic voice and structure, themes (gender, identity, marginality), aspects of contemporary poetry, patriarchal dynamics, feminism and sexuality.  Foreshadowing, allusions, irony, satire, allusion, allegory,  plot, personal narratives, dramatic voice, intertextuality, narrative structure, thematic analysis, contemporary drama | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | New Historicist approach to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays  Critical thinking, alternative perspectives.    Enquiring | New Historicist approach to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays  Connection finding, critical thinking, big picture thinking, precision in writing.  Enquiring | Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, comparative essay writing  Connection finding, critical thinking, big picture thinking, precision in writing, alternative perspectives. Enquiring | New Historicist approach to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, Composing the full argument through the lens of texts in shared contexts.  Connection finding, critical thinking, big picture thinking, precision in writing, alternative perspectives. Enquiring, perseverance, resilience. | New Historicist approach to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, Composing the full argument through the lens of texts in shared contexts.  Connection finding, critical thinking, big picture thinking, precision in writing, alternative perspectives. Enquiring, perseverance, resilience. | New Historicist approach to critical analysis, Evaluating performance/interpretative choices  Decoding arguments (academic reading), academic writing (developing and exploring a thesis), planning and revisiting essays, Composing the full argument through the lens of texts in shared contexts.  Connection finding, critical thinking, big picture thinking, precision in writing, alternative perspectives.  Enquiring | |
| **Feedback and assessment** | SKC on ‘Othello’, ‘The Great Gatsby’, and literary theory  Summative assessment on the theme of desire in ‘The Great Gatsby’ | Check in on ‘The Great Gatsby’  Summative assessment on Othello | Mock on Paper 1 ‘Love Through the Ages’ Section A and Section C only | NEA draft deadlines  Check in on ‘Top Girls’  Summative on ‘Top Girls’ | NEA draft deadlines  Check in on ‘Feminine Gospels’  Summative on ‘Feminine Gospels’ | Check in on all texts  Mock Paper 2 | |
| **Year 11 English Literature** | **Power and Conflict poetry.**  Students are provided with the opportunity to round off their KS4 experience with the study of poetry, exploring how themes occur across poems and exploring poetic effect across a range of poetry. | **A Christmas Carol**  Exploring works from the 19th century fiction to develop student understanding of literature and literary heritage. The study of this text gives students the opportunity to study a different historical and social context as well as exploring, in more depth, the significance of key themes, plot, modes of characterisation and literary style. | **Macbeth**  Exploring English literary heritage through the study of Shakespeare. The study of this seminal text not only allows students to explore dramatic methods but also acts as a vehicle to support students in critically evaluating Shakesperean literature. | **Macbeth**  Exploring English literary heritage through the study of Shakespeare. The study of this seminal text not only allows students to explore dramatic methods but also acts as a vehicle to support students in critically evaluating Shakesperean literature. | **An Inspector Calls**  Providing the students with the opportunity to explore modern literature through ‘the well-made play’. ‘An Inspector Calls’ is utilised as a vehicle to further develop the exploration of plot, character, event, setting and the effect of each. This play, in particular, lends itself well to the exploration of character and character development and allows for the opportunity to discuss more contemporary social contexts such as capitalism and socialism. | **Targeted revision** | |
| **Declarative knowledge** | Symbolism, metaphor, Narrative poetry, Poems as stories, Monologue in poetry,  Poetic voice (speaker), poetic form, rhyme, metre, context (Romanticism, war through ages, British education system, migration). | Symbolism, Motif, Allusion (e.g., Hamlet), Allegory,  Analysing metaphor,  Extended metaphor, characterisation, antithetical characters, staves, cyclical structures, narrative structure, episodic structure, Victorian stock characters (e.g., the saintly child, monomyth theory, setting, motifs (e.g., fire, bells), context (Victorian London, socialism, Thomas Malthus). | Irony, Symbolism, Motif, Allusion, Analysing metaphor, Ambiguity, Paradox, Light vs dark imagery, The Aristotelian hero, Flaw and façade,  Characterisation, Soliloquy, Setting,  Foils/antithetical characters,  Shakespeare’s tragedy, themes (supernatural, masculinity, nature), context (King James I, Divine Right of Kings, Supernatural, Jacobean era). | Irony, Symbolism, Motif, Allusion, Analysing metaphor, Ambiguity, Paradox, Light vs dark imagery, The Aristotelian hero, Flaw and façade,  Characterisation, Soliloquy, Setting,  Foils/antithetical characters,  Shakespeare’s tragedy, themes (supernatural, masculinity, nature), context (King James I, Divine Right of Kings, Supernatural, Jacobean era). | The character as a ‘mouthpiece’ for the writer, Characters as symbols, Antithetical characters, Flaw/façade, Irony, symbolism, Motif, Allusion,  Analysing metaphor, theme (socialism, older and younger generations, gender, class), context (Titanic, World War I & II, Edwardian era, socialism and capitalism) |  | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays, making comparisons.  Critical thinking, big picture thinking, alternative perspectives, connection finding | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays  Critical thinking, big picture thinking, alternative perspectives | Extended analysis  Decoding arguments (academic reading)  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts  Seeking evidence to support and justify.  Critical thinking, big picture thinking, alternative perspectives. | Extended analysis  Decoding arguments (academic reading)  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts  Seeking evidence to support and justify.  Critical thinking, big picture thinking, alternative perspectives. | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays  Critical thinking, big picture thinking, alternative perspectives |  | |
| **Year 11 English Language** | **Paper 2 -Non-fiction (Writers’ Perspectives)**  ‘Identity and Belonging’ | **Paper 2 -Non-fiction (Writers’ Perspectives)**  ‘Identity and Belonging’ | **Paper 1 -Fiction (Creative reading and writing)**  ‘Identity and Belonging’ | **Paper 1 -Fiction (Creative reading and writing)**  ‘Identity and Belonging’ | **Paper 2 -Non-fiction (Writers’ Perspectives)**  ‘Human Impact’ | **Paper 1 -Fiction (Creative reading and writing)**  ‘Human Impact’ | |
| **Declarative knowledge** | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | |
| **Year 11**  **Feedback and assessment** | SKC Language  SKC Literature  Check in for Language | Mock Paper 1  Mock Paper 2 | SKC Language 2  SKC Literature 2  A Christmas Carol response | Mock Paper 1  Mock Paper 2 | Language response  Check in | Literature response  Check in | |
| **Year 10 English Literature** | **Macbeth**  Exploring English literary heritage through the study of Shakespeare. The study of this seminal text not only allows students to explore dramatic methods but also acts as a vehicle to support students in critically evaluating Shakesperean literature. | **Macbeth**  Exploring English literary heritage through the study of Shakespeare. The study of this seminal text not only allows students to explore dramatic methods but also acts as a vehicle to support students in critically evaluating Shakesperean literature. | **A Christmas Carol**  Exploring works from the 19th century fiction to develop student understanding of literature and literary heritage. The study of this text gives students the opportunity to study a different historical and social context as well as exploring, in more depth, the significance of key themes, plot, modes of characterisation and literary style. | **A Christmas Carol**  Exploring works from the 19th century fiction to develop student understanding of literature and literary heritage. The study of this text gives students the opportunity to study a different historical and social context as well as exploring, in more depth, the significance of key themes, plot, modes of characterisation and literary style. | **An Inspector Calls**  Providing the students with the opportunity to explore modern literature through ‘the well-made play’. ‘An Inspector Calls’ is utilised as a vehicle to further develop the exploration of plot, character, event, setting and the effect of each. This play, in particular, lends itself well to the exploration of character and character development and allows for the opportunity to discuss more contemporary social contexts such as capitalism and socialism. | **Power and Conflict poetry.**  Students are provided with the opportunity to round off their KS4 experience with the study of poetry, exploring how themes occur across poems and exploring poetic effect across a range of poetry. | |
| **Declarative knowledge** | Irony, Symbolism, Motif, Allusion, Analysing metaphor, Ambiguity, Paradox, Light vs dark imagery, The Aristotelian hero, Flaw and façade,  Characterisation, Soliloquy, Setting,  Foils/antithetical characters,  Shakespeare’s tragedy, themes (supernatural, masculinity, nature), context (King James I, Divine Right of Kings, Supernatural, Jacobean era). | Irony, Symbolism, Motif, Allusion, Analysing metaphor, Ambiguity, Paradox, Light vs dark imagery, The Aristotelian hero, Flaw and façade,  Characterisation, Soliloquy, Setting,  Foils/antithetical characters,  Shakespeare’s tragedy, themes (supernatural, masculinity, nature), context (King James I, Divine Right of Kings, Supernatural, Jacobean era). | Symbolism, Motif, Allusion (e.g., Hamlet), Allegory,  Analysing metaphor,  Extended metaphor, characterisation, antithetical characters, staves, cyclical structures, narrative structure, episodic structure, Victorian stock characters (e.g., the saintly child, monomyth theory, setting, motifs (e.g., fire, bells), context (Victorian London, socialism, Thomas Malthus). | Symbolism, Motif, Allusion (e.g., Hamlet), Allegory,  Analysing metaphor,  Extended metaphor, characterisation, antithetical characters, staves, cyclical structures, narrative structure, episodic structure, Victorian stock characters (e.g., the saintly child, monomyth theory, setting, motifs (e.g., fire, bells), context (Victorian London, socialism, Thomas Malthus). | The character as a ‘mouthpiece’ for the writer, Characters as symbols, Antithetical characters, Flaw/façade, Irony, symbolism, Motif, Allusion,  Analysing metaphor, theme (socialism, older and younger generations, gender, class), context (Titanic, World War I & II, Edwardian era, socialism and capitalism) | Symbolism, metaphor, Narrative poetry, Poems as stories, Monologue in poetry,  Poetic voice (speaker), poetic form, rhyme, metre, context (Romanticism, war through ages, British education system, migration). | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Extended analysis  Decoding arguments (academic reading)  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts  Seeking evidence to support and justify.  Critical thinking, big picture thinking, alternative perspectives. | Extended analysis  Decoding arguments (academic reading)  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts  Seeking evidence to support and justify.  Critical thinking, big picture thinking, alternative perspectives. | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays  Critical thinking, big picture thinking, alternative perspectives | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays  Critical thinking, big picture thinking, alternative perspectives | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays  Critical thinking, big picture thinking, alternative perspectives | Extended analysis  Structuring arguments (thesis statement, topic sentence, analyses, evaluation)  Making judgments about texts, planning essays, making comparisons.  Critical thinking, big picture thinking, alternative perspectives, connection finding | |
| **Year 10 English Language** | **Paper 1 -Fiction (reading and writing)**  ‘Being Human: the Human Condition’ | **Paper 1 -Fiction (reading and writing)**  ‘Being Human: the Human Condition’ | **Paper 2 – Non-Fiction (reading and writing)**  ‘Influential Figures’ | **Paper 2 – Non-Fiction (reading and writing)**  ‘Influential Figures’ | **Paper 1 -Fiction (reading and writing)**  ‘Around the World’ | **Spoken Language Endorsement** | |
| **Declarative knowledge** | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure. | Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric. | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Structuring a response, evaluation, identifying judicious quotations, extended analysis, analysis of structure.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | Making comparisons, structuring a response, evaluation, identifying judicious quotations, extended analysis.  Originality, Connection finding, critical/logical thinking, big picture thinking, alternative perspectives, precision. | |
| **Year 10 English**  **Feedback & Assessment** | Check in - Language procedural knowledge 'steps and stems'  Language SKC  Literature SKC | Literature ‘Macbeth’ summative  Literature check in: ‘A Christmas Carol’  English Language Summative: P1 Q2 & Q5: 'Jamaica Inn' (23.10.23) | Language check in  ‘A Christmas Carol’ summative  Language SKC  Literature SKC | English Language Summative: P2, Q2 & 5 (08.04.24)  Check in: ‘An Inspector Calls’ | Year 10 finals | Spoken Language endorsement | |
| **Year 9** | **‘To Kill a Mockingbird’ by Harper Lee** | **‘To Kill a Mockingbird’ by Harper Lee** | **Poetry from around the world** | **The Modern Novel: extracts** | **‘Romeo and Juliet’** | **‘Blood Brothers’** | |
| **Declarative knowledge** | Symbolism, mood and setting  characterisation (direct and indirect, linking to context), Logos, pathos, ethos, motifs, semantic fields, theme, social context, feminist criticism. | Symbolism, mood and setting  characterisation (direct and indirect, linking to context), Logos, pathos, ethos, motifs, semantic fields, theme, social context, feminist criticism. | Symbolism, analysing metaphor, rhyme, metre, theme, noticing poetic patterns (figures and schemes), creative sentence structures, using discourse markers, linking paragraphs, culture and identity. | Extended metaphor, motif analysing metaphor, setting, narrative structure, descriptive structure, noticing patterns, creative sentence structures, using discourse markers, linking paragraphs. | Extended metaphor, motif analysing metaphor, character development, names, dialogue, plot, tragedy, prologue, soliloquy, themes, line length, renaissance, patriarchy, Jacobean era, destiny, masculinity vs femininity. | Irony, symbolism, motif, allusion, analysing metaphor, character development, antithetical characters, nature vs nurture, motif, acts and scenes, social class, political context. | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Thesis statements, topic sentences, extending analysis, composition, summarising.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives. | Thesis statements, topic sentences, extending analysis, composition, summarising.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives. | Thesis statements, topic sentences, extending analysis, composition, making detailed comparisons, selecting and embedding evidence, evaluating writer’s intent.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives. | Extending analysis/arguments.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives. | Thesis statements, topic sentences, extending analysis, composition, making detailed comparisons, selecting and embedding evidence, evaluating writer’s intent.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives | Thesis statements, topic sentences, extending analysis, composition, making detailed comparisons, selecting and embedding evidence, evaluating writer’s intent.  Critical/logical thinking, big picture thinking, precision, seeing alternative perspectives | |
| **Feedback & Assessment** | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | |
| **Year 8** | **‘Clap When You Land’** | **‘Clap When You Land’** | **‘Journey’s End’** | **‘Great Expectations’** | **Comedy: ‘As You Like it’** | **Comedy: ‘As You Like it’** | |
| **Declarative knowledge** | Extended metaphors, motif, symbolism, idiom, bildungsroman, alternating perspectives, dialogue, stream of consciousness, analepsis, non-linear narratives, pattern, free verse, rhythm and rhyme, syntax, semantics, Spanish dialect, misogyny, grief, discrimination, present participles. | Extended metaphors, motif, symbolism, idiom, bildungsroman, alternating perspectives, dialogue, stream of consciousness, analepsis, non-linear narratives, pattern, free verse, rhythm and rhyme, syntax, semantics, Spanish dialect, misogyny, grief, discrimination, present participles. | Irony – dramatic irony, analysing metaphors, allusion, symbolism, narrative voice, characterisation: character’s thoughts and dialogue, the well-made play, motif , acts and scenes, rhyme, metre, enjambment and caesura | Extended metaphor, analysing extended metaphor in depth, motif, irony, narrative voice, narrative stricture (frames, cyclical), dialogue, characterisation, epistolary writing. | Extended metaphor, analysing extended metaphor in depth, allusion, allegory, symbolism, satire, genre of comedy, the structure of comedy, comic archetypes, the development of the genre over time, different types of comedy over time, parody, epigram. | Extended metaphor, analysing extended metaphor in depth, allusion, allegory, symbolism, satire, genre of comedy, the structure of comedy, comic archetypes, the development of the genre over time, different types of comedy over time, parody, epigram. | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Using inferences to extend our arguments.  Debate: *Can morality be ambiguous?*  Connection finding, big picture thinking, critical/logical thinking | Using inferences to extend our arguments.  Debate: *Can morality be ambiguous?*  Connection finding, big picture thinking, critical/logical thinking | Extending arguments: making further inference.  *Debate: Should we read war writings*?  Developing comparisons  Connection finding, critical/logical thinking, Connection finding, seeing alternative perspectives | Analytical lexis, comparing literary themes, using inferences to extend arguments, embedding terminology – identifying effect, summarising  Connection finding, critical/logical thinking, Connection finding, seeing alternative perspectives | Grammatical construction of thesis statements; topic sentences using adjectives; comparative statements, embedding textual detail, introducing analysis of writer’s methods, writer’s intent.  Connection finding, critical/logical thinking, Connection finding, seeing alternative perspectives | Grammatical construction of thesis statements; topic sentences using adjectives; comparative statements, embedding textual detail, introducing analysis of writer’s methods, writer’s intent.  Connection finding, critical/logical thinking, Connection finding, seeing alternative perspectives | |
| **Feedback & Assessment** | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | |
| **Year 7** | **Transition: Introduction to key concepts (3 weeks)**  **The Art of Rhetoric** | **‘Julius Caesar’ and rhetoric -Shakespeare** | **‘Julius Caesar’ and rhetoric -Shakespeare** | **Heroes and Monsters**  **‘Beowulf’ by Heaney** | **‘The Hobbit’ by Tolkien** | **The Human Experience: Poetry** | |
| **Declarative knowledge** | Introduction to the ‘flowers of rhetoric’, tenor, vehicle and ground, creating voice, Aristotelian triad, composition. | Tenor, vehicle, ground, epithets, metonyms, genre (tragedy), drama, façade, flaws, iambic pentameter, acts and scenes | Tenor, vehicle, ground, epithets, metonyms, genre (tragedy), drama, façade, flaws, iambic pentameter, acts and scenes | Epic writing, basic character tropes, 5 act structure, characterisation-narrative perspective, alliteration, caesura, epithets | Genre: fantasy, setting, adventure stories – monomyth theory, character tropes, symbols | Tenor, vehicle, ground, noticing metaphors (figurative language), poems as stories, alliteration, rhyme, repetition, metre, stanzas, lines, form | |
| **Disciplinary knowledge**  ***HPL ACPs***  ***VAAs*** | Thesis statements, Cicero: Arrangement  Composition, Structuring arguments  Precision, critical/logical thinking  originality, | Thesis statements, selecting evidence, summarising.  Precision, critical/logical thinking, big picture thinking, connection finding | Thesis statements, selecting evidence, summarising.  Precision, critical/logical thinking, big picture thinking, connection finding | Thesis statements, selecting evidence, summarising, debate: what makes a hero?  Precision, critical/logical thinking, big picture thinking, connection finding, seeing alternative perspectives. | Thesis statements, selecting evidence, summarising, introduction to comparison.  Precision, critical/logical thinking, big picture thinking, connection finding, seeing alternative perspectives. | Thesis statements, selecting evidence, summarising, comparison, analytical verbs. | |
| **Feedback & Assessment** | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | Ten questions addressing the key concepts taught in this scheme of unit.  Check in | |